

THE CEA CRITIC

Vol. No. XXII—No. 9—Published at Livingston, N. J.

Editorial Office, Upsala College, East Orange, N. J. DURHAM, N. C. December, 1960

What is the CEA?

The College English Association, founded over twenty years ago, wants to put into college teaching the kind of life that the creative writer puts into his work; it includes in its concept of teaching the full range of the teacher's life, his scholarship, and his classroom presence. CEA emphasizes the undergraduate years in all

CEA ANNUAL MEETING

Twenty-Second Annual Meeting

PROGRAM

27 December at 4:45 p.m., South Garden of the Bellevue-Stratford.

Public Meeting: "Are the Graduate Schools Ruining Undergraduate English?" Panel: Warner Rice, University of Michigan; Joseph Doyle, University of Hartford; John Ball, Michigan State University; Bruce Dearing, University of Delaware, moderator.

28 December at 7:30 a.m., Provincial Room of the Sylvania Hotel. **Regional Breakfast:** Patrick G. Hogan, Jr., Regional Coordinator, moderator. Theme: "The Regional Responsibility in 1961."

28 December at 5:30 - 8:00 p.m., Crystal Room of the Bellevue-Stratford.

Dinner and Annual Meeting

For CEA members and guests. Presidential Address: Donald Lloyd, Wayne State University. Speaker: JOHN CIARDI, Poetry Editor, *The Saturday Review*.

LOCAL CEA COMMITTEE

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Plan to visit Booth No. 128 and the Headquarters Suite in the Bellevue-Stratford.

National Headquarters

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its discussions; it emphasizes scholarship as a guarantee of long-continuing vitality in teaching.

CEA prefers flexibility rather than set patterns and programs of action. As American scholarship grows in precision and range, the field of English itself changes. Advances in other fields, especially in social studies and in the physical sciences, affect literature in a multitude of ways.

(Please turn to page 4)

THE WALLS OF JERICHO

Toward Strengthened Continuity¹

In all, thirty-five issues are listed in **The Basic Issues in the Teaching of English**². I here focus upon one of them, which I believe to be of central and comprehensive import along the full range of our teaching in school and college. In fact it is this very notion of full range, full spectrum, or full continuum that I would stress. For it involves, in itself, one of the most basic issues confronting our profession. The issue may be stated thus: are we to be practitioners in a segmented, compartmentalized profession at a time when ever-increasing specialization aids and abets such segmentation—and even dismemberment, as of the limbs of Osiris in the myth to which Milton, in his *Areopagitica*, refers? Or are we to resist such segmentation and, as does Isis in the myth, seek to reassemble and unify those segments which already have been hewn away or have fallen away?

Thus, as its Second Issue, the Joint Report lists the following:

Can basic programs in English be devised that are sequential and cumulative from the kindergarten through the graduate school? Can agreement be reached upon a body of knowledge and set of skills as standard at certain points in the curriculum, making due allowance for flexibility of planning, individual differences, and patterns of growth?

And the Report elaborates this statement with the following assertions that help make vivid the gravity of the issue of continuity for our profession:

This issue seems crucial to this entire document and to any serious approach to the problem. Unless we find an answer to it, we must resign ourselves to an unhappy future in which the present curricular disorder persists and the whole liberal discipline of English continues to disintegrate and lose its character.

Repeatedly in its Report, the Joint Committee's concern about continuum asserts itself. In one place, the Report emphasizes that, just from the point of view of duration through the years of formal education, the teaching of English, in comparison with the teaching of other subjects, bulks largest—since its continues longest:

1 Adapted from keynoting address at 1960 spring conference of the Southeastern Division of the Pennsylvania NCTE, Philadelphia Textile Institute. Another article, "The Search of Isis," is adapted from the same address and will appear in *The English Leaflet*, February 1961. —Ed.

2 Being clarifications presented by members of the American Studies Association, College English Association, Modern Language Association, and National Council of Teachers of English from a series of conferences held throughout 1958. Copies of the Report may be secured from the Executive Secretaries of the sponsoring societies, at 25c per copy.

From the time he enters the first grade until he is at least part way through college, the American student finds himself studying something called English. He is required to take more years of it, by far, than of any other subject.

Or, again, in its concluding section, the Report asserts that English teaching is "the longest and most continuous of the student's educational experience."

In keeping with this emphasis, the Report charges the individual teacher with the task of informing himself "as well as possible about the work in English at other levels, particularly those adjacent to his teaching responsibilities." It declares that "a broad attack upon the whole problem of the teaching of English from the kindergarten through the graduate school is essential"; and that such "an approach offers the only hope of achieving a truly sequential and cumulative program in English." It specifies that, from the foundations

What is needed is financial support for several large articulated programs, with suitable means of testing and evaluating achievement at the various levels and facilities for disseminating the findings throughout the profession.

It flatly and absolutely declares that:

Only in this way can a sound program in English, sequential and cumulative from kindergarten through graduate school, be developed.

In these quotations, the reiterated stress is upon program—sequential and cumulative—as the mechanism of articulation for the different sectors of the hoped-for continuum of English teaching. One may rightfully infer that systematic curricular efforts constitute the major components of this program. Yet we must give some thought, also, to those aspects of establishing and maintaining the vital continuum which relate to the desirable context within which this continuum may be nurtured. This is the context of the "co-curriculum" and of personal relationships and attitudes on the part of members of one or another of the sectors of the profession in their dealings with the other sectors. The systematic curriculum program may provide the skeletal structure, the vital tissues and organs, the circulatory, muscle and nervous systems. The co-curriculum and the personal or human relationships and attitudes provide the nutrient solution from which the program draws sustenance. Without this nutrient solution, the program easily becomes stale.

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THE CEA CRITIC

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Shall We Raise the Docks?

These recent editorials intended to direct the attention of CEA members to the discussion at the Annual Meeting, "Are the Graduate Schools ruining Undergraduate English?" have not provoked an overwhelming flood of mail. The tenor of what has come in runs about as follows: "You have described the department I work in almost exactly. Don't quote me, though; I have to live with the boys." One correspondent suggests that the question be extended downward as follows: "Are college English departments ruining High School English?" Very likely they are, because

the elegant Alexandrinism of current literary specialism—criticism and history—leaves high school problems and interests substantially untouched.

College English departments do not concern themselves much with secondary English beyond deplored it. Sharing the current increase in college enrollments, however, they no longer need remedial sections to support younger staff members and graduate students in genteel poverty. Hence more than one English department is following the Illinois plan of announcing the termination, after a certain date, of all such remedial instruction. This approach may become known as the "Great Lakes-St. Lawrence Seaway Commission approach to Educational Standards," taking its name from an early investigating group which looked into the problem of bringing larger vessels of greater tonnage from the Atlantic Ocean to Chicago and Duluth, Minnesota. Certain radicals were then recommending an expensive program of blasting, dredging, and otherwise lowering the bottom of connecting channels. The Commission traveled a good deal and conferred often; it calculated costs and scrutinized benefits. Finally it submitted a report that stabilized thinking for a good many years. It was too costly in time and effort, it reported, to consider deepening the channels; a superior solution would be simply to build the docks higher.

When College English departments look to the cause of freshmen inadequacies in reading and writing, they find it everywhere except in their own assignment of third and fourth string faculty to the college freshman program. They find it in Educationism (creeping or vaulting), in Overcrowded Classes, in Elementary School Language Arts, in the Cultural Barbarism of Our Age, in the Indifference of the Rest of the Faculty, or, as a last resort, in TV. It may lie in any one of these, or in all of them, but a more likely, though more painful, place to look is in the college English program itself.

The freshman programs at the Universities of Illinois and Michigan have had dismal reputations for years as sloughs of pedestrian regimentation of graduate students; today, as the one abandons remedial work, the other generates plans for the elimination of all Freshman English as well. Each directs a cuff and a curse in passing at secondary school English teachers, a large share of whom, in each state, are graduates of the high-minded and complaining departments. Since each university is a bell-wether in its own area, these ideas are attractive to less prestigious departments, who now advance one or the other proposals on their own, or both.

A back-handed admission that channel-deepening rather than dock raising might be called for is found in a program for summer retreading of superior high school teachers advanced by the Commission on English financed by the College Entrance Examination Board. A select group of teacher-training trainees is to be given

a short seminar or institute consisting of one course in composition, one in literature, and one in the "new grammar." Assignment of one full third of this program to what seems to represent, beneath its delicate title, the fruit of current structural linguistic studies of English, looks like a recommendation that dredging begin. It is a little early to tell, however; perhaps the planners have in mind Lly's *Grammar* or the *Harbrace Handbook*. Still, it is a third of the program, and some of it may slop over into the rest.

One ought not claim too much for Freshman English as the real origin of inadequacies in Freshman reading and writing. Perhaps the notion that anyone can teach English who can speak English did not start there and drip down to the lower schools. Such ideas often have a popular base and work their way up; once this idea was accepted both in high school English classes taught by gym teachers and in college English classes taught by indigent lawyers, free-lance writers and faculty wives, it is hard to tell where it started and which way it spread. Few popularly accepted notions live with more vitality than this one.

But Freshman English is not the only branch of English studies whose practitioners must accept a permanent Jim Crow status in English departments as they are currently run. Any staff member interested in language rather than literature, in writing, especially any kind of useful writing, in non-esthetic interdisciplinary studies, in Adult Education, in the preparation of English teachers, sometimes even in American studies, or just in teaching as opposed to publishing papers on literary criticism or history, knows the sort of professional future that faces him in an English department. He knows that his interest is career death for him unless he can mask it as an apologetic and eccentric hobby—in which case it is career starvation.

Speculation on the shape a department of English Language and Literature might take—career-wise, as they say, course-wise, and salary-wise—if it were organized to provide an education infused with learning to the bulk of the students registered in its courses might provide a topic for discussion among other items at the Annual Meeting. It would be frivolous, of course, and good for a few laughs, but far removed from reality. Still, anyone for dredging and blasting?

DONALD LLOYD

We notice President Lloyd's complaint about the dearth of letters in response to his editorial series. It might be time to recall former CEA executive Bob Fitzhugh's battle cry, "Don't resist that urge to write the editor." We second Bob's cry and suggest that we seek the goal set by Ellery Sedgwick, who once said, "I always treated *The Atlantic* as a dinner party to which guests with differing opinions were invited. I insisted their manners be reasonably good and I tried, as host, to lead the arguments in the direction of my own opinions and at times, to summarize them."

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**Regional Exchange:
The Time Is Now**

Typical of the increasing exchange among regionals are the reports distributed by Martha Stone (University of Maryland) of the April Middle Atlantic CEA meeting and by Dick Bowman (Cooper Union) of the November Greater New York Regional gathering, supporting a program of the ASA of Metropolitan New York.

Two points made by Mrs. Stone in her cover letter deserve stress here. "We shall welcome any materials you may have at the present or at any future time which may enlighten us as to what other regionals are doing and ultimately may help us in planning our future programs. As your group has probably elected new officers also, will you kindly supply us with this information?"

These are both important matters. Other than the brief laudations given in this column and the relatively fuller reports such as those provided by Lee Holt (New England CEA), Arthur Waldhorn (Greater NY), Ralph Graber (Pennsylvania CEA), it is often difficult for one regional organization to know what another is doing. All too seldom is it possible to print in *The CEA Critic* a complete paper or address from one of the regional meetings. (Gerhard Friedrich's "Erosion of Values in Twain's Humor" is a notable recent exception.) The reason for this situation is simple. Too few speakers at regional meetings submit their manuscripts to Don Sears, and too few are encouraged on the spot to do so by their colleagues. Admittedly, *The CEA Critic* could not publish all such contributions because of space limitations, and, unfortunately, valuable panel discussions are difficult to report adequately. Yet the pages of *The CEA Critic* are open for these purposes, and Don Sears will welcome a minor flood of stimulating manuscripts. When possible I'd appreciate a carbon.

Therefore, the more each regional does to circulate information to others across the nation, the more nearly a condition of maximum exchange is approached.

The second important point concerns the reporting of names and addresses of new regional officers to at least two people: the editor of *The CEA Critic* and your regional coordinator. It is from the masthead of the one or from the files of the latter that regionals sending out programs and other material expect to obtain the needed information. Ideally, in addition to the above, the names of new officers should be sent to John Hicks and the current CEA president—Don Lloyd in this case. Jim Barrs (Northeastern) has pointed out that the New England CEA makes a practice of providing a mimeographed sheet listing officers, directors, and past and future meeting places with the years indicated.

Mrs. Stone's letter pinpointed the kinds

of material which are valuable. She did not stress the fact that providing such information involves planning and work; she did not need to do so for the obvious reason that she had already done both. What she has really done is to provide a challenge for those of the fifteen existing regionals which have yet to participate in this vital activity.

The South-Central CEA held one of the finest meetings in its history at Oklahoma City, 12 November. The program will be reported in some detail elsewhere, but the past president, L. M. McKneely (Northeast Louisiana State College), deserves a special plaudit for arranging a program which attracted a record attendance and kept the listeners glued to their seats until the last word was spoken. Rudolph Piehler, editor of the year-old *Round Table*, was assured support for another year of his excellent efforts. In short, the new president, Joe M. Doggett (Univ. of Houston), was amply supplied with gauntlets for his tenure.

The time is now. Those who read this column will have done so before 27-28 December. Some will attend the Regional Breakfast; others will visit the CEA Headquarters Suite in the Bellevue-Stratford and the CEA display booth. Whatever the time or place, your ideas concerning topics such as those touched above will be solicited and welcomed. After all, CEA is traditionally a member-centered organization. In theory, national CEA is made up of active teacher-scholars who also find it convenient, desirable, and profitable to gather together on a regional basis. Now is the time for all such good men and women to participate in the Philadelphia eagle gathering. I hope to see you there.

PATRICK G. HOGAN

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NE CEA at Simmons

The fall meeting of the New England CEA was held on Oct. 29 at Simmons College in Boston. General topic of the sessions was "English in relation to other modern literatures," and the opening address by Reuben A. Brower (Harvard) considered in detail some of the problems faced by the translator. His general conclusion was that in essence translation is impossible; but if translations must be used, as a very minimum the teacher himself must have a command of the original text.

As an example to make his case clear, Prof. Brower discussed the problems faced by French readers if they study Shakespeare in French. The translator must reproduce the mimetic aspect of Shakespeare together with his poetic quality—but this he really cannot do, because each word is a sign in a system of poetic parallels, and the heard mimetic pattern must lead to the mimetic action. Prof. Brower strengthened his argument by citing examples of attempts to translate Shakespeare into more recent forms of English, considering several passages from Dryden's revisions of Shakespeare. The bonds of metaphor become loosened and the thematic design is lost.

At a concurrent session John Malcolm Brinnin (Univ. of Conn.) discussed symbolism in French and English literatures. He distinguished between poetic or literary symbolism, which springs from the unconscious and which the poet himself does not understand, and intellectual symbolism consciously created.

The chief address of the day, delivered by Henri Peyre of Yale, was a subtle and wide-ranging analysis of the concept of

sincerity in literature. This concept was unknown in classical times, he said, but since the Renaissance has had growing importance as a literary criterion; today we can no longer do without it, since it pervades our entire culture. Prof. Peyre deftly indicated the dangers inherent in the concept and its damaging influence in modern times: in extreme form, it has meant being true to one's lowest nature, thus setting writers at odds with their art, and even occasionally elevating silence into the highest form of art. Suffering has come to seem more sincere than happiness, genius has become the outpouring of the heart, and automatic writing done in a state of ecstasy has been preferred to conscious work. The aesthetic problem of form and content has been swept aside and man has become satisfied with exploring the microcosm within himself. It is now part of our revolt against rationalism, a war against consistency and tradition. We no longer strive for creative literature, but instead seek to make the man and the writer coincide. Sincerity has become a moral as well as a literary standard. But we must return to a recognition of the fact that the man who invents is more important than the man who records. Literature must once more create a world view for the masses. We must transcend "the crisis of sincerity."

In the concluding sessions, Juan Lopez-Morillas (Brown) discussed "English and Spanish literatures" and Lawrence C. Stahlberger (Boston Univ.) read a paper on "The Politburo and Tolstoy."

At the business meeting C. L. Barber (Amherst) was elected president for the coming year. President William Edgar Park of Simmons College extended greetings to the conference.

LEE E. HOLT

American International College

NOTICES OF NOTE

The University of Alberta, Edmonton, Alberta, Canada, in co-operation with the Canadian Linguistic Association will conduct the fourth consecutive SUMMER SCHOOL OF LINGUISTICS during the Summer of 1961. The session will run for six weeks, from July 3 to August 11. A program of nine courses will be offered, all carrying regular University credit.

Prospective Canadian participants are eligible to apply for financial assistance to the Canada Council, 140 Wellington Street, Ottawa. United States citizens and other non-Canadians should direct their inquiries regarding financial assistance to the American Council of Learned Societies, 345 East 46th St., New York 17, N. Y.

A bulletin giving full details will be available soon. In the meantime, all inquiries should be directed to Dr. E. Reinhold, Director, Summer School of Linguistics, University of Alberta, Edmonton, Alberta, Canada.

What Is the CEA?

(Continued from page 1)

CEA works to break down obstacles to understanding among various elements of the academic community, and to hold in true perspective the several aspects of comprehensive humanistic education. And lest the academic community as a whole prove too fragmented, CEA invites discussion with thoughtful men in other professions and in industry and government.

CEA holds to the tradition of the open forum. It fosters discussion of particular books and authors, of qualities and formulas. It is interested in the validity of critical theories, in the contribution of linguistic analysis to the teaching of composition and literature, in the preparation of well-qualified teachers. It is, in short, an investigator of disturbances, with but a bare minimum of inclination to regard those who create disturbances as delinquent.

The year-long, decades-long purpose of CEA is to support the scholarly teacher in his work. From day to day, the Association also accepts tasks of a more limited scope. Through its Bureau of Appointments it guides teachers to appropriate appointments. It takes a vigorous part in helping the young "section man" find his way. It provides through its meetings and through *The CEA Critic* means for every teacher to present his ideas. It brings teachers of all ages and degrees together in an easy relationship of informal exchange. Thanks to its structure, CEA is little subject to the influence of established hierarchies of persons, positions, and institutions. Young men can have their say here; and older men are at ease. CEA is attentive to the true scholar wherever he may be found, whether in or out of the Association.

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Adams, Henry. *Mont St. Michel and Chartres*: New American Library Mentor.

Bluestone, George. *Novels into Film*: Univ. of California.

Brinnin, John Malcolm. *The Third Rose: Gertrude Stein and Her World*: Grove Evergreen.

Burckhardt, Jacob. *Civilization of the Renaissance in Italy*: New American Library Mentor.

Burney, Fanny. *Evelina*: Doubleday Dolphin.

Butler, Samuel. *Erewhon*: New American Library Signet Classic.

Campbell, Joseph, and Henry Morton Robinson. *A Skeleton Key to Finnegans Wake*: Viking Compass.

Charlton, H. B. *Shakespearean Tragedy*: Cambridge Univ. Press.

Clark, Sir George. *Seventeenth Century*: Oxford Galaxy Book.

Dos Passos, John. *The Big Money*: Washington Square Press.

— *The 42nd Parallel*: Washington Square Press.

— *1919*: Washington Square Press.

Evergreen Review Vol. IV, No. 16: Grove Evergreen.

Faulkner, William. *Portable Faulkner*: Viking.

— *The Town*: Random House Vintage Book.

Forster, E. M. *A Room With a View*: Random House Vintage Book.

Fraser, G. S. *Ezra Pound*: Grove Evergreen Pilot.

Gissing, George. *New Grub Street*: Doubleday Dolphin.

Haydn, Hiram. *The Counter-Renaissance*: Grove Evergreen.

Jefferson, D. V. *Henry James*: Grove Evergreen Pilot.

Kermode, Frank. *Wallace Stevens*: Grove Evergreen Pilot.

Kramer, Samuel N. *Mythologies of the Ancient World*: Doubleday Anchor.

Levin, Harry. *The Question of Hamlet*: Viking Compass.

Mann, Thomas. *Buddenbrooks*: Random House Vintage Book.

Moon, Samuel (ed.). *One Act: Short Plays of the Modern Theatre*: Grove Evergreen.

Neivius, Blake. *Edith Wharton*: Univ. of California.

Roethke, Theodore. *Words for the Wind*: Indiana Univ. Midland Book.

Stewart, Randall. *Nathaniel Hawthorne*: Yale Univ. Press.

Stone, Irving. *Jack London: Sailor on Horseback*: Pocketbook.

Trilling, Diana (ed.). *The Selected Letters of D. H. Lawrence*: Doubleday Anchor.

Trollope, Anthony. *Autobiography*: Doubleday Dolphin.

Walton, Izaak. *The Complete Angler*: Doubleday Dolphin.

Wedgewood, C. V. *Seventeenth-Century English Literature*: Oxford Galaxy Book.

Wells, H. G. *Tono-Bungay*: New American Library Signet Classic.

Whicher, Stephen, and Lars Ahhebrink (eds.). *Twelve American Poets*: Oxford Galaxy Book.

Wilson, Edmund. *The Shores of Light*: Random House Vintage Book.

Wright, Austin (ed.). *Victorian Literature: Modern Essays in Criticism*: Oxford Galaxy Book.

Zesmer, David. *Guide to English Literature From Beowulf Through Chaucer and Medieval Drama*: Barnes & Noble.

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A Reward for the Teacher Of Freshman Composition

Of all the comments I have read and heard about the necessary correction of papers that goes with teaching freshman English, none has ever lauded its amusement value. I myself find such entertainment a salient feature of the pedagogical experience.

I can usually count on the hilarity starting with perusal of my students' first literary (as opposed to literate) efforts; this term's were impromptu themes on "A Literary Experience of Significance to Me." Among papers which generally extolled my disciples' pride in getting over their prejudices against Jane Austen was this literary find: "My first venture into the world of Shakespeare was a sad experience. It began with the opening words of *The Merchant of Venus*."

Speaking of words, John Ruskin did just that in a delightful essay comparing a reader, working on words to get an author's meaning, to a miner, digging through rock to obtain gold. For poetry in rhetoric, however, Ruskin's article seems dull now that I've read this student précis of it:

To search for the author's true meaning, one must seep through the surface to the hidden world below. To reach this world you must use your own care and wit to mold your mind unto the author's. The habit of studying words, digging deep, will bring you to the strata of education. With these few well chosen words, a rock will be built that thousands of words cannot topple. Defend your rock, because you understand it; use it as an infinite power over all who dare to tread in its path.

(Attention editor of *The New Yorker*, Block-That-Metaphor! - Department: The above has by no means exhausted its writer's potential. Like a well, she is ready to gush forth at the slightest tap. Possibly you can use this reservoir on your staff?)

Well, my present laughter is mainly the result of the joy presented me by freshman summaries of an article on five major periods in "The Growth of the English Vocabulary." A compilation of my class's most stylistically worthy statements yields the following fascinating exposition:

(Please turn to page 8)

The Walls of Jericho

(Continued from page 1)

flat and unprofitable; it atrophies.

If, with the Prophet, we cry, "Watchman, what of the night?" we note a frenetic burst of widely publicized activity along the school-college juncture for our sought-after continuum. Not all of this activity is characterized by sweetness and light. True, it does not show the violence of the enthusiast who, in Dearborn, Michigan, punched a cabby in the nose and smashed his car radio because the latter refused to tune in on a program commemorating "Our Scotch poet Robert Burns." Yet much of it indicates tensions developing or developed as between the school and college sectors of the continuum; and, in some instances, the outcome is not clear.

Whether the tensions will be resolved through conquest of the one force by the other, or whether they will be resolved through creative mediation—this is still not clear. What does seem to be clear, however, is that the focus for developing and resolving these tensions now seems to be on the schools and on their supporters in the foundations and professional organizations. It does not seem to be on the colleges and their respective allies and supporters except as these concern themselves with the schools.

1960 AHE Conference

Be that as it may, the walls of compartmentalization, like the walls of Jericho, are under barrage; and while some commando blasting goes on, the opportunities for projecting cooperative filaments from sector to sector of our ideally envisioned vital continuum are multiplied.

Witness the 1960 AHE Conference on Higher Education at Chicago. For this occasion, the General Education Committee

of the Association for Higher Education set up discussion groups on the theme of strengthening the continuity of general education emphases between the schools and the colleges. One session was devoted to languages and literature. There was a companion session on the humanities courses and the social studies. The Conference as a whole, it should be stressed, was on higher education; and the overwhelming majority of the Conference participants were from the colleges and universities.

In the light of this circumstance, one feature of both sessions is particularly deserving of note. In both sessions the constructive critical thinking of the college and university spokesmen concerning the secondary schools was much in evidence and truly made itself felt. Yet in both sessions, and by college and university people as well as by representatives of the schools, higher education was repeatedly urged to learn from creative developments in the schools.

Take Bruce Dearing, for example, Past President of CEA and now Dean of Arts and Sciences at the University of Delaware. He is anything but an educational "leveler." Yet he urged that college instructors abandon the stereotype of the utterly ignorant incoming freshman. He recommended, instead, an image which recognized that many of the freshmen came with superior competence and from superior teaching in the schools. He also urged that university people come to recognize that, when met on his own ground, the incoming student often would be found to have an easily overlooked yet viable imaginative and intellectual context. This was the context of contemporary knowledge and imagings drawn from modern science, technology, etc.; and that this could serve as replacement for the much-lamented loss of the conventional context of Classic myth and lore.

Similarly, Dr. Kenneth Mildenberger, Chief of the Language Development Section of the U. S. Office of Education, predicted that, while college foreign language teaching would continue to be oriented to *belles lettres*, the revolution in foreign language teaching now well under way in the schools would inevitably extend into the colleges. This would have to occur if only so that the colleges might be able to advance the education of the students they received who already had the advantages of the new methods of language teaching in the schools.

Again, Mr. Charles R. Keller, Director of the John Hays Fellowship Program, reported on the sometimes phenomenal results achieved, in the schools, through Advanced Placement Program classes. In these classes "mature, highly motivated students were doing real, college-level work in American History and European history." Dr. Keller bluntly warned the colleges not only to look to their laurels but to have the humility to profit by these achievements in the schools—or suffer the

consequences of inertia and neglect. And former NCTE Executive Secretary J. N. Hook, while he spoke of "a new dawn of cooperation between colleges and high schools," did insist that, "instead of blaming the high schools for doing a poor job of teaching, the colleges must first make sure that their English departments turn out educated graduates."³

Hechinger Round-Up

Shortly thereafter, in the *New York Sunday Times*, Fred Hechinger reported numerous other vigorous stirrings at the school and college juncture in English teaching. He told of the then forthcoming report of a Committee of the National Association of Secondary School Principals, which would include a "detailed reform plan for the teaching of English." This report would recommend that—

future English teachers will be required to do 40 percent of their college work in general education, including one foreign language, social science, natural science, and mathematics, and 40 percent in specific study of an English major and minor program, including language, writing, speech, reading and literature. The remaining twenty percent is to be devoted to "professional education."

Moreover, while rejecting the theory that "every teacher is an English teacher," the

³ A member of the General Education Committee of the Association for Higher Education, Max Goldberg, was recorder for both sessions on strengthened continuity, at the 1960 Annual Conference on Higher Education. As such, he was given responsibility for a resolution coming from both sessions. This called for extension of the National Defense Act to include funds for English and allied studies and other humanities. Later, this resolution led to one that called for a National Humanities Foundation, and that was presented at the 1960 White House Conference on education.—Both groups on strengthened continuity found the 1960 AHE sessions so valuable that they recommended provision for similar sessions in the 1961 conference, and the tentative program for the 1961 Conference on Higher Education does again provide for a session on strengthened continuity.—Ed.

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NASSP report would "demand that every teacher make good English a criterion."

Again, Dr. Hechinger, in the same columns of the *Times*, reported what he described as the "revolt" led last year by Dean Wilson of Amherst College,—"a revolt which may soon bring back the English essay test as a college admission requirement." (Actually, under the Chairmanship of Donald Sears, a national CEA committee had been hammering away at this very "revolt" for several years, and had provided, through *The CEA Critic*, a forum for the public debate of this issue.)

All in all, summarized Dr. Hechinger:

As all the pieces fall together, a picture emerges of a new and cohesive English curriculum. Four years ago, the University of Illinois sent out to the schools an outline of minimum English requirements, adding the warning that by 1960 the freshman course in remedial reading would be abolished. Now the NASSP is about to propose that written guides be worked out to set forth an English program from first grade through the freshman year in college.

The greater the improvement in English teaching in the schools as a result of the measures described by Dr. Hechinger, the better the chances of strengthened relationships between the school and the college sectors of the sought-after vital continuum in English teaching.

The Walls of Jericho

The walls of segmentation and compartmentalization, then, are under bombardment. The will toward continuum, the drive toward continuum, is being more and more strongly asserted.⁴ There is both good and ill in this. The drive is being asserted by some—though with the best of intentions, I am sure—in an arbitrary fashion. This is objectionable. It suggests coercion, however benevolent, rather than creative mediation in a spirit of mutual respect and good will. All the more reason for applying our most large-spirited thought and effort both to improve continuity in the curriculum itself and to develop the cooperative nutrient context essential to vital continuum in English teaching.

As model for such strengthened cooperation, we have the two years of study and project planning of the Joint Committee on Basic Issues. In themselves, the series of study sessions through 1958 were a salutary experience for the participants.

What we had, in these study sessions—now informative, now forensic, now dialectic—was a process of mutual education. I believe that the representatives of the schools, in the end, had much better insight into the problems, the aims, the frustrations of those trying to improve English studies, say, at the graduate level. I know that most of us from the college

⁴ For example, the 1960 fall conference of the New England Association of Colleges and Secondary Schools, Smith College, October 13, 1960, had the theme of "The Need for Strengthened Continuity between Secondary Schools and Colleges." Max Goldberg, who had suggested this theme, was teamed with Dr. Charles Keller in the keynoting session.—Ed.

and university sector learned a lot from those familiar with the trials and tribulations and the objectives of the English teachers in the schools. For example, Professor Alvina Burrows, of New York University, played a key role in this experience of mutual enlightenment. Herself a classics major, she showed extraordinary depth of insight and wealth of experience in her observations on training people to teach the language arts in the grades.

In this series of conferences of the Joint Committee, we have, I believe, a model for many more such gatherings, to be brought together in many different parts of the country.⁵ I hope that the foundations have the imagination, the wisdom, and the enterprise to make them possible. I believe that, especially since the matter of continuum in English teaching has now become headline news, we need to have more and more such get-togethers. While insisting upon substantive rigor, they should be conducted in the spirit of sweet reasonableness, common sense, the comic spirit, and above all, with good humor and good will. While not merely superficial social occasions for slap-on-the-back gregariousness and "good fellowship," they should embody the will to cooperation on behalf of a strengthened American education for national survival and cultural advancement.

In brushing aside their own inter-organizational rivalries, in agreeing to work, for the first time in their respective histories, on a united front for the good of the entire profession of English teaching, the ASA, CEA, MLA, and NCTE took a step which, in itself, should give us gratification and hope, as we seek to confront, cooperatively, the basic issues that challenge us in the teaching of English—especially the basic issue of vital continuum.

In this way, we may effectively respond to the warning implicit in Dr. Hechinger's round-up of developments on our front of American education. We may effectively respond to the implicit warning that, if we don't cooperatively and magnanimously unite to put our combined household into order, there are outsiders aplenty who are ready, willing, able, and eager to move in and do this for us. And they are ready to do so in ways and with results we may not exactly relish.

MAXWELL H. GOLDBERG
University of Massachusetts

⁵ These should be distinguished from other types of conferences and institutes involving school and college people. They should be distinguished, for example, from those gatherings projected by the CEEB Commission on English, under the executive directorship of Floyd Rinker. At such gatherings, the college and university people, apparently, are brought in to help improve teacher training and school curricula, and hence the teaching itself in the schools. Through this cooperative effort, the people from higher education may find their own teaching improved. Yet this is not the explicit main target. The main target is improved teaching in the schools. (Cf. "Colleges to Fight Decay in English," by Fred M. Hechinger, *New York Times*, October 21, 1960; and *NYT* editorial, October 26, 1960. In contrast, the explicit main goal of the "grass-roots" leadership conferences urged in the present article is the strengthened continuity between school and college teaching through the mutual education of the participants in educational philosophy and practice.—MHO.

NOTICES OF NOTE

In an article in the Fall issue of *The College Store Journal*, Joseph Mersand, past president of the NCTE, uncovers some interesting facts and opinions about undergraduate reading habits. His study shows that present day students are buying more books than their predecessors of 10, 20 or 30 years ago. The impact of quality paperbound books is revealed in the large number of non-fiction books purchased. Further, a majority of the college bookstore managers believe that today's undergraduates have better tastes than their predecessors and are developing lifetime habits of good reading.

The fall meeting of the Michigan CEA was held at the University of Detroit on October 29 with vice president Alice Benson (Eastern Michigan U.) presiding. At the morning sessions, Eugene F. Grewe (UD) chaired a planning meeting of the MCEA Committee on College Standards in English Composition. Concurrently Richard Burgwin (UD) chaired a panel on "Teaching the Play: Two Approaches?" Panelists were Clyde Craine (UD), Frank Rutledge (MSU), and Andrew Doe (UM). The afternoon session was devoted to an exposition and demonstration of the use of television in the teaching of college English. Demonstrators were Seymour Riklin (WSU), John Schmittroth (UD), and Arthur Waterman (CMU).

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Letters To the Editor

Sir:

I have just finished reading "Latin: For You and Me and Sports Broadcasters" by A. M. Withers in the October 1960 issue of *The CEA Critic*.

Gracious! Is that what the study of Latin does to one? I do hope the anti-Latinists among our professional Educationists never see this exposition, else we pro-Latinists will go down in ignominious defeat!

Mr. Withers's faults as a writer (of English, yet?) are best described with some of his own phrases—"the long way around . . . elements that ramify and ramify . . . a complex intricacy . . . indirections of many sorts . . ." et cetera, et cetera, ad nauseum.

Mr. Withers has overlooked something very important, if he ever learned it at all. Within its own logical framework, Latin is wondrously precise; within the logical framework of Latin, English is wondrously obscure. Every language has its own logical framework, its own syntax. To cast one language into the syntax of another produces results which are often confusing, or ludicrous, or both. Witness this linguistic pretzel from what in Texas is whimsically called Texane Deutsch: "Der koo hat uber der fence gefjumped." Mr. Withers his communication in a torrent of static verbal has lost!

I will not quarrel with Mr. Withers that Latin is an essential foundation for communicative facility in English (though I think he perhaps goes too far); but after all, it is only a foundation. One must build on the foundation, build an English structure, and this Mr. Withers has failed to do.

May I add that in the same issue, "Departmental Status Levels," rejoices the heart of this ex-instructor of Freshman English—one who chose to go out rather than to fight the long battle up.

JAMES N. LAROCHE
Montgomery, Alabama

Sir:

Professor Lloyd now appears to be skilfully avoiding terms like "phonemes" and "morphemes," but his last two efforts in *The CEA Critic* seem to me to be covertly designed to keep the "structural" pot boiling. "Relevant Scholarship" (Nov.) is in many places outrageously vague, and in some others just merely outrageous. Witness: "foreign languages, the retreat of spiritual expatriates, methodical grammarians, and alienated esthetes." Really, are

emphasis is now being taken off of foreign language reading, translation, literature. "Renaissance"?! It is all more like the great Depression of the thirties; and the Lloyds and Warfels, and their compeers in the foreign-language field, are precisely the ones to blame.

A. M. WITHERS
Concord College

A REWARD

(Continued from page 5)

- Like the people who spoke it, Anglo-Saxon was a simple, strong, and barbaric language. Though this English was added to by invaders from Scandinavia and Christianity, it remained base.
- In 1066 the Normans conquered the Old English and used French — except for Latin, which was only used for religion and learning — until the Middle English arose, stimulated by French Wars in the 14th century.
- The death of Chaucer brought about the Renaissance, to which language strongly reacted. Many new words were formed from classics, voyages, and travels.
- In the 17th century a fourth period of growth began in the English vocabulary, which we call modern science. Latin and Greek proved the best sources for scientific discovery, while in 1664 a committee was appointed by the Royal Society "For improving the English tongue."
- The Industrial Revolution brought language up to date. The rapidity of borrowing of words and especially coinage in the last 50 years can be said to have resulted in the present state.

Without trying to rival Graham Greene in the number of "entertainments" at my disposal, I hope I have illustrated adequately that teaching freshman English can be just one laugh after the other. (Thus, as one of my students wrote recently of a much worthier essayist, "the author has taken several particular statements and has come to a conclusion by adding on a suitable ending.")

MARIE PETRONE
Saint Xavier College

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